**Component #1: Needs, Goals & Objectives**

**1)  Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.**

As a result of several teachers expressing concern for the personal development of high achievers, a survey was developed and distributed to students to gather data regarding their interest in a leadership development group. The surveys were provided to thirty students who were identified as A students by the registrar records. Research by Colangelo and Peterson (2005) indicate the dynamics of the group process and more positive outcomes are achieved when the group has a variant of students with different academic abilities are involved in the group. Research also indicated students should be close to same age range. Therefore, selected identified members were limited to the 9th and 10th graders. Sixteen students responded with positive interest, eight responded with no interest, six of the students did not respond. Three at risk students were included in the group of 8 students. Teachers provided the names of at risk students which they felt should benefit from participation in the group session. Four of the seven at risk students identified by teachers agreed to participate in the group. Data indicates there is a need for group and a subsequent group to accommodate the need for leadership development in students.

**2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Each student will develop leadership skills and confidence to help them make wise decisions.

**3)  Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

Students will understand the meaning of leadership and the traits of an effective leader to implement in their life.

Students will be able to apply the concept of limited time to practice prioritizing and goal setting to achieve what is important to them.

**4)  Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

Students will develop the confidence to apply the new leadership skills in the classroom to timely turn in all homework assignments.

Students will answer all questions correctly for which they know the answer to 100% of the time.

Students will write a paragraph in their journal on how their self-awareness, prioritizing, and communication skills has improved as a result of the group work.

**5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools**.

Program evaluation and outcome driven programming in professional school counseling is important to bring professionalism to the field. Accountability for the effectiveness of the program is also very important. The data provides justification for the program. School counselors should provide programming for which a need has been determined by observation, survey questionnaires, and scores. Sometimes, there is a crisis need which determines a program. the program should be in alignment and support the mission of the school.

**Component #2: Research- Supported and Standards-Based Content**

1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

This group is for the development of leadership skills in high achieving students and underachievers students in the 9th and 10 grades. There will be five high achieving students and three at risk students. Although high achieving students experience the same challenges and peer pressures of other students, Their personal development is often not addressed in schools. Research indicates the dynamics of the group is better when you have diversity in group makeup.  Research by Colangelo and Peterson (2005) indicate the dynamics of the group process and more positive outcomes are achieved when the group has a variant of students with different academic abilities are involved in the group. Research also indicated students should be close to same age range. Therefore, selected identified members were limited to the 9th and 10th graders.

Session 1

10 min. (10:30)           Introductions—round (Icebreaker)

10 min.            Discuss the group—format, purpose (stress that it is mainly an educational and support group and not a therapy group). Have members share their needs and any fears or questions about the group.  Have them share cultural differences. (Sandwich in the ground rules of confidentiality, attendance, no attacking of others.)

 5  min.Write sentence completion:

I feel peer pressure when\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sometime at school, I do not always do my best bec***ause***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

                        I spire to improve in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15 min.            Have members share these in large group (use their examples in discussion

                        What are means to eliminate or handle the pressures which has been discussed)

10 min.            Summarize—what stood out, feelings about the group, one thing they plan to do differently.

                        Leader will select  statements for  members to respond at during the termination of the session:

                        I feel\_\_\_\_\_\_\_\_\_\_\_

                       Things I will do differently because of the group session is:

Based on today's group, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9j school this week.

                        Hand out Goal Setting exercise.

                        Remind them of next meeting time.

**Materials/ Media:** Create a list of materials needed to implement the session.

Journal - Write one paragraph about peer pressure influence on decision making.

Pencils

Post Group Assessment Form

Leader Assessment Form

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

**Session 2**

**Title: BUILDING EFFECTIVE LEADERSHIP SKILLS**

**5 min. Reflections on last session and introduction today’s session**

  25 min             Who is a leader?

                           What are effective leadership traits?

*(List the traits of a leader on the chalkboard.)*

*What does it mean to be a leader?*

*Students complete true and false statements.*

20 min.            Students will complete individual form and then break into subgroups to assimilate answers in order. Leader will observe interaction of the students with other members.\

 10 min.            Summarize—what stood out, feelings about the group, one thing they plan to do differently to improve their leadership skills.

                        Leader will select statements for members to respond to during the termination of the session:

             What are your feelings or insight about the group today?

   One thing I learned about how to relate to others is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

           One way the group has influence me is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Materials/ Media:** Create a list of materials needed to implement the session.

True/False Statements Pre and Post Group Assessment Form

Pencils Leader Assessment Form

**3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.**

**Session 1**

PS: B1.8 Know when peer pressure is influencing a decision.

Common Core Georgia Performance Standards Advanced Mathematical Decision Making

**DATA ANALYSIS AND PROBABILITY**

Students will explore representations of data and models of data as tools in the decision making.

**MAMDMD1. Students will determine probability and expected value to inform everyday decision making.**

a. Determine conditional probabilities and probabilities of compound events to make decisions in problem situations.

b. Use probabilities to make and justify decisions about risks in everyday life.

c. Calculate expected value to analyze mathematical fairness, payoff, and risk.

Session 2

PS: B1.2   Know that communication involves speaking, listening and nonverbal behavior.

**ELACC9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.**

 It is important to support the counseling prevention and intervention programs with theoretical orientation. There are many different theoretical orientations and techniques available to practitioners. Some of the orientations are Adlerian, reality, solution focused, cognitive behavioral, person centered focus and transactional. The needs of the students will be met when the appropriate orientation and techniques are implemented. By supporting the program with empirical research, the credibility of the program is justified. Counselors also demonstrate a high level of competent skills.

Component #3: Ethical, Legal, Multicultural

**1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

School counselors should be concern about ethical and legal consideration regarding students. School counselors must be very familiar with the ethical guidelines to protect students and their licensure. Counselors have a professional responsibility to students, parents, colleagues, the school, self and the profession. A school counselor should obtain signed Informed Consent Forms before a child can participate in group sessions. Group members should clearly understand the limitation to confidentiality. There are exceptions to confidentiality due to legal rules. Parents have a right to information. Courts may subpoena information. When counselors are aware of the threat of harm to self and others, sexual and physical abuse, counselors are obligated to report the information to authorities.

**2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

Form Attached.

**3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

Cultural similarities and differences need to be addressed in a group. The counselor should be knowledgeable about cultural differences and their own cultural influence. Counselors must exhibit sensitive and respect the differences. By being aware of their own attitudes, biases and assumptions which could affect students and the dynamics of the group process, the counselor is better able to serve the needs of the students. The concerns of students should be normalized to build trust in the group. School counselors must be sensitive to the sociopolitical issues. Counselors should address conflict, bias, prejudice, oppression and discrimination directly during the group session. Strategies the counselor can implement include are careful consideration of participants, facilitate dialogue, promote staff development training on cultural sensitive and inclusive practices to build a safe environment within the group and the school.

**4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

Careful consideration of group participants is important to building group cohesion.  Inappropriate members can interrupt the flow of the group. Positive role models should be included in each group, no more than two years difference age, and have similar levels in social, physical maturity. Students should respond to influence, and balancedpsychological needs. According to ASWG, school counselors have an obligation to apply knowledge and skills in facilitating an effective program by being aware of the needs of the students. Termination stage allows the students to process their feelings about leaving the group and separating from each other. A plan should be developed to continue working on their goals. Follow-up with students who need further intervention is appropriate.

**Attachments**

* [VB\_Inforned\_Consent\_Form.doc](https://c1.livetext.com/folder/8961298/Gyg2uQv6_VB_Inforned_Consent_Form.doc)

Component #4: Program Evaluation

**1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

 Pre and Post EvaluationMeasure are attached.

**2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

 Pre and Post EvaluationMeasure are attached.

**3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling.**

Program evaluation and outcome driven programming in professional school counseling is important to bring professionalism to the field. Accountability for the effectiveness of the program is also very important. The data provides justification for the program.

Component #5: Scholarly Writing

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

Reference

Peterson, J.S. (2006). Addressing counseling needs of gifted students. Career and Technical Education 10(1), 43-52.. Retrieved June 14, 2012, from ProQuest Education Journals. [http://proquest.umi.com/pqdweb?  did=1157422121&Fmt=3&clientId=20655&RQT=309&VName=PQD](http://proquest.umi.com/pqdweb?did=1157422121&Fmt=3&clientId=20655&RQT=309&VName=PQD)

Colangelo, N. & Peterson, J. S. (2005). Group counseling with gifted students. Counseling and Human Development, 37(5), 1-10, 12.  Retrieved June 14, 2012, from ProQuest Education Journals. (Document ID: 1074626361).

Susan Remen Bauer,  Marty Sapp,  David Johnson.  The High School Journal.  Bauer, S.R.,Sapp,M.,Johnson. (2000). Group counseling strategies for rural at-risk high school students. Chapel Hill. 83(2) 41-51.

**Attachments**

* [Group\_Counseling\_for\_At\_Risk\_Students.pdf](https://c1.livetext.com/folder/8961298/s9edt5Cf_Group_Counseling_for_At_Risk_Students.pdf)
* [Group\_Counseling\_For\_Gifted\_Students.pdf](https://c1.livetext.com/folder/8961298/d8mCF563_Group_Counseling_For_Gifted_Students.pdf)
* [Addressing\_the\_Counseling\_Needs\_of\_Gifted\_Students.pdf](https://c1.livetext.com/folder/8961298/qCdkEsCb_Addressing_the_Counseling_Needs_of_Gifted_Students.pdf)